Reading Informational Text (Level 9)	
Key Ideas and Details	
Student Goal:	*What it looks like:*
1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Students at Level 9 will analyze a text for a central idea or understanding and support their analysis with strong textual evidence. Evidence is considered strong when it both convinces the reader and effectively expresses the central idea of the text. To achieve this, students will first read closely in order to determine both explicit and inferred meanings of a text. This process involves determining the author's purpose and overall message of the text. Students may choose to mark up the text as they read in order to guide their thinking. For example, using text features such as headings, bold words, and graphs, students may take note of repeated ideas or images. Based upon their analysis, students may then determine the author's purpose and overall message of the text along with which details best support this meaning. Work like this may involve students sorting textual evidence, including direct quotes and examples, and using only the strongest segments; specifically, those which directly connect with and uphold the central idea. Once students are able to distinguish between the varying levels of textual strength, they move toward mastering the goal independently. Repeated modeling through think-alouds and guided practice will aid students in this process.
2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	
3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	Students will first determine the central idea or focus of a text. This involves becoming aware of and recording repeated understandings or messages as they read. Students are encouraged to actively read and take note of how recurring examples, images, and conclusions drawn by the writer support and build the central idea of the text. Once students begin to realize the central idea, they should reflect upon how the writer used repetition to slowly reveal it to the reader. Therefore, summaries should reveal the ways the central ideas develops. For example, analysis may include examining a writer's choice of structure, features, and support.

Students at Level 9 will analyze a writer's style and presentation in order to determine the relationship between individuals, ideas, or events. To achieve this, students will first understand how different text structures present and link information. For instance, using graphic organizers, students could read brief pieces that present information using a variety of structures, including through comparison, analogies, and categories. Students could then reflect upon how the writer's choice of structure relates to his/her overall central idea or purpose. To further explore this concept, students could generalize how specific genres of informational texts tend to rely on particular structures in order to determine relationships between individuals, ideas, or events. |
| **Craft and Structure** | |
| 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. | To interpret a writer's style and word choice, students will work to gain insight into how the writer uses figurative language, how he builds the background knowledge of the reader, and why he refers to alternate texts. To achieve this, students will learn to identify words and phrases that create a variety of tones within literary nonfiction texts and correspond to the writer's overall purpose. Once students can see the link between word choice and tone, they will be prepared to analyze multiple texts in which textual references, via analogies or allusions, are present. With partners, small groups, or whole class discussions, |

5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	students should then debate the *why* of that inclusion. Essential questions for this discussion may be: why does the writer relate his or her text to another through analogy or allusion; what purpose does making this text-to-text connection serve. Finally, students should demonstrate their mastery of this goal by independently analyzing how a writer chooses words with intent to affect tone and meaning.
6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	Students will understand how writers go about crafting paragraphs in order to build meaning. They will recognize how topic sentences, support, and elaboration work together to develop a concept for the reader. Work like this may include separating sentences of well-constructed paragraphs and asking students to place the manipulatives in the order that best builds meaning for them as a reader. Following this activity, students may reflect, using their own language and impressions, on the role each sentence served in the paragraph. Additional exposure across a variety of texts will aid students in recognizing paragraph patterns and structures. Students will recognize how an author's perspective presents itself within a text. This process may involve examining a text for overall purpose, personal bias, and opposing viewpoints. Students will examine argumentative/evaluative texts such as editorials and persuasive speeches. Students may outline the perspective presented by the writer including key ideas, supporting details, and counterarguments. Students may then consider how someone of an opposing viewpoint may respond to the examples, data, or support offered in the original text. Students' analysis may also focus on examining the author's tone, word choice, and use of persuasive language.
Integration of Knowledge and Ideas	
7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	Students will understand how the use of varying mediums may reinforce or distract readers‟ from the central ideas presented in a text. In essence, students will evaluate how messages can most effectively be delivered to one's intended audience. Work like this may include examining multiple mediums of text focused around the same key concept. For each text, students will use language and message to identify the intended audience. Then, through partner, small group, or written reflection, they will reflect upon how effective that medium expresses the message and reaches the intended audience.
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	Students at Level 9 will dissect the argument presented in a text and analyze the support presented. One way to approach this is through analyzing a number of debates. For example, as students read closely, they could track claims, facts, and evidence presented as support. They could then use their notes to determine how direct the link between the speaker's overall topic is to that piece of evidence. As students sort the evidence and repeat this process with a variety of texts, they may notice and discuss patterns. For instance, students may recognize that a number of texts cite data without having explained the original study or speakers use weaker evidence to discredit oppositions.
9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	Students at Level 9 will understand how two or more texts may present the same topic from differing viewpoints. Specifically, students should be able to cite instances of disagreement and analyze the basis for these discrepancies. Work like this may include examining argumentative/evaluative texts, including editorials and political campaign documents. As students read each text, they should note the support established by each writer and how those details relate to the writer's overall message. For instance, students may consider whether the details serve to sensationalize the issue, address the counterargument,

	or inform the reader. In addition, students should consider the source of these supporting details and their overall credibility in regard to the given topic. Evidence of this goal may include seminars and debates as well as reflections.
Range of Reading and Level of Text Complexity	
10. Students at Level 9 read and comprehend literary nonfiction at the high end of the Level 7-9 text complexity band independently and proficiently.	Literary nonfiction includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, some biographies, journalism, and historical, scientific, technical or economic accounts (including digital sources) written for a broad audience. Students will be able to determine when they are not comprehending and making meaning, and they will be able to apply appropriate strategies in order to increase comprehension when faced with difficult text. Students should encounter appropriately complex texts at each level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life. Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students. "Goal 10 defines a level-by-level "staircase" of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts." "Students also acquire the habit of reading independently and closely, which are essential to their future success."